

## **Nova Primary School Special Educational Needs Information Report 2016-17**

At Nova Primary School we work together. We expect the very best for our children and high standards from everyone connected with the school – parents, governors, children, staff and the wider community.

We aim to provide a high quality of learning so that:

- Pupils are confident motivated learners
- Pupils are active local and global citizens
- Pupils have high self esteem
- Pupils are responsible members of the school community
- Parents are active partners in their children’s education
- Members of the school community are safe and feel involved, informed and valued.

We believe that we can meet these aims by providing:

- A high quality learning environment which includes the latest technology
- Highly trained and confident staff, who develop and support the whole child
- A well designed, creative curriculum which promotes excellence and enjoyment as well as a rigorous focus on the basic skills
- Opportunities to develop skills through extra-curricular activities.

We are a Primary School and we admit pupils from age 4 to 11.

Our Ofsted rating is Good.

Our most recent inspection was in December 2015. The full report can be downloaded from Ofsted’s website, please click the following link for further information

<https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/108914>

### **How does your school ensure that children who need extra help are identified early?**

Children are identified as having special educational needs through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

### **Who will explain my child's needs and progress to me?**

- The class teacher will meet parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the Inclusion team are available to discuss support in more detail.

Alex Bacon – Assistant Headteacher Inclusion

Rob England – Learning Mentor

### **How will school support my child?**

- Our Assistant Headteacher for Inclusion oversees all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- The Assistant Headteacher will use an Intervention Record to set out the support your child is receiving and evaluate the success of any interventions.
- Some children are given an Individual Provision Maps with specific targets so that it is easy to track progress.
- There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.
- Some of the teaching assistants in school specialise in a specific area, these staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.

- We also have a lead teaching assistant for speech, language and communication who uses Speechlink Resources to teach individual pupils and groups. Some of our children with language difficulties use symbols, picture exchange communication (PECs), iPads or other resources to help them communicate their needs.

#### **How are the Governors involved and what are their responsibilities?**

- The Assistant Headteacher for Inclusion reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors, Kate Fiddian, is responsible for special educational needs and meets regularly with the Assistant Headteacher for Inclusion. They also report to the Governors to keep them informed.
- The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

#### **How do teachers match the curriculum to an individual child's needs?**

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be several different levels of work set for the class, however on occasions this can be individually differentiated for a specific child.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

#### **How are the school's resources allocated and matched to children's special educational needs?**

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.

#### **How is the decision made about what type and how much support my child will receive? How does the school judge whether the support has had an impact?**

- By reviewing children's targets and progress regularly and ensuring they are being met. Parents will be involved in the review meeting and the setting of new targets if necessary. A copy of the targets will be given to the parent.
- The child is making progress academically against national/age expected levels, discussed at Progress Meetings, attended by Class Teachers, the Senior Leadership Team, including the Assistant Headteacher for Inclusion.
- Verbal or written feedback from the teacher, parent and pupil.

- Children may be taken off the Special Educational Needs register when they have made sufficient progress.

### **What opportunities will there be for me to discuss my child's progress?**

- We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress at parent's evenings.
- You are also welcome to make an appointment at any time to meet with either the class teacher or Assistant Headteacher for Inclusion and discuss how your child is getting on.

### **How will you help me to support my child's learning?**

- The class teacher or the Assistant Headteacher for Inclusion can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the special needs register they will have an Intervention Plan which will have individual / group targets. This will be discussed with you on a termly. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed. Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school
- If your child has complex special educational needs or a disability they may have a Statement of Special Educational Needs or an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
- We also invite parents to 'Learning Events' in school, where we explain how we teach certain areas of the curriculum.

### **How do you measure my child's progress?**

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including National Curriculum levels and some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.

- When a child's progress is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

### **What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?**

- The school entrances are staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- Every child is offered the chance to attend breakfast in school to help children socialise, develop life skills and independence. It also helps children start the day in a positive way.
- At Nova Primary we are becoming rights respecting, believing in everyone's right to learn and be respected. Class charters are discussed and agreed. These detail the Rights and Responsibilities of both children and adults.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the Assistant Headteacher for Inclusion for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.
- Improvements to the lunchtime provision for pupils with behavioural needs has proved to be very successful. The number of incidents at lunchtime has reduced and pupils have a calmer start to their lessons after the break. These provisions include daily lunchtime club, where pupils can participate in a range of indoor activities.
- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.
- As a nurturing school, all our vulnerable pupils are known to staff.
- Three members of staff, including the Assistant Headteacher Inclusion and the Learning Mentor are Thrive Trained and Thrive approaches are being embedded across all classes

### **How does the school manage the administration of medicines and personal care?**

- We have a policy regarding the administration and management of medicines on the school site.

- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- First Aid staff administer medicines. If a child requires medication in school, this will be managed through an individual care plan written by the welfare assistant in conjunction with parents.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.
- If a child requires personal hygiene care this will be managed through an individual care plan.

For safety reasons, younger children are separated from older pupils when playing and also because of the different sizes of the fixed play equipment.

The school has a Learning Mentor, who work under the direction of the Headteacher with children who need emotional support.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- We have a positive approach to behaviour management with a clear Behaviour for policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times.
- The attendance of every child is monitored on a daily basis by the Learning Mentor. Lateness and absence are recorded and reported to the Head Teacher and Governing Body.
- If a child is at risk of exclusion a Pastoral Support Plan (PSP) is written with the child and parents to identify the specific issues and reflect the relevant support and targets in place.
- After any serious behaviour incidents we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Good class attendance is rewarded through a special mention in weekly achievement assemblies

### **How will my child be able to contribute their views?**

- At Nova Primary School, pupil voice is at the heart of our Curriculum. Our School councils provide a link between the children and the rest of the school community and are ambassadors for our school. Our Learning Journey enables pupils to choose some of what is taught and how it is delivered, thus children take some responsibility for their own learning. The Councils are: School Council, Rights Respecting Council, ECO Council, Health and Wellbeing and E-safety.
- Children discuss their targets with their class teacher or as part of their intervention group.

- Our extremely popular Debate Assemblies, give pupils the chance to debate important and sometimes controversial issues, and a vote which influences whole-school decision making: for example, prior to the recent EU Referendum .
- If your child has a Statement of Special Educational Needs or an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

### **What specialist services and expertise are available at or accessed by the school?**

- The Assistant Head Teacher for Inclusion is a qualified Special Educational Needs Co-ordinator (Post Graduate Certificate).
- The Assistant Headteacher for Inclusion has a Post Graduate Certificate in Specific Learning Difficulties (SpLD/Dyslexia)
- We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Social Services (First Response), support from Early Help
- The Bristol 'Local Offer' is available at <http://www.findabilitybristol.org.uk/pages/home/what-is-the-bristol-local-offer>

### **What training have the staff supporting children with special educational needs, had or are currently having?**

- All of our teaching assistants have had training in delivering Phonics. and some other reading, spelling, phonics and multi-sensory programmes.
- Some of our teaching assistants have been trained in Precision Teaching, a specific way of supporting children with Special Educational Needs.
- We have a member of staff who has had training in delivering Speech & Language programmes planned by a Speech & Language Therapist.
- Three Members of staff, including the Assistant Headteacher Inclusion, are Thrive Trained
- Staff within our Additionally Resourced Provision are experienced and skilled in a range of Autism-specific strategies, such as TEACCH (Treatment and Education of Autistic and related Communication-impaired Children).

### **How will my child be included in activities outside the classroom including day and residential trips?**

- We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

### **How accessible is the school environment?**

- The entrance to main school building is wheelchair accessible as are several of the classrooms (both entrances)
- There are 2 disabled toilets, which are large enough to accommodate changing and personal hygiene care.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

### **How will the school prepare and support my child when joining the school or transferring to a new school?**

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We write social stories with children to help explain and prepare them for any major transition.
- When children are preparing to leave us for secondary school, we arrange visits for them.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a Statement or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

### **How are parents involved in school life?**

- We have 'Parent Evenings' during which parents are invited to offer their comments and opinions.
- Parents are regularly invited into classes to see pupils' books.
- Early-bird Activities involve parents in KS1 classes.
- Parents are also welcome to help out as volunteers, for example, on School Trips.
- For children with special needs or a disability, parents are often invited to help support their child on a school trip.
- Parents are also invited to regular class assemblies and concerts.
- Parents contribute via Parent's Forum and Coffee Mornings

**Who can I contact for further information or to discuss a concern?**

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the Assistant Headteacher for Inclusion.
- Look at our Special Educational Needs policy on our website.
- Supportive Parents is an organisation that provides independent advice and support for families <http://www.supportiveparents.org.uk/>

**Who should I contact if I am considering whether my child should join the school?**

- Contact the school office, to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the Assistant Headteacher for Inclusion who will discuss how the school could meet your child's needs.

Our school is currently undertaking a review of our SEN policies to meet the new SEND Code of practice effective from 1st September 2014. To provide an improved compliant set of policies we are committed to co-producing them with the parents, families, children and young people in our school community. The consultation period for reviewing our existing SEN policies begins on 1st September 2014 and ends on 1st December 2014. To contribute and participate on co-producing please contact Alex Bacon, Assistant Headteacher for Inclusion.

**Our offer to children with special educational needs and disabilities was reviewed in Autumn 2016, following consultation with Stakeholders.**

**A big thank you to all those who helped us to co-produce this document.**